

# Inspection of Little Angels Day Nursery

East Tilbury Children's Centre, Princess Margaret Road, Tilbury, Essex RM18 8SB

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Inspection date: 14 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excited and ready to start their day. They are greeted individually at the door, which makes them feel welcomed and valued. Children thrive in this extremely nurturing and caring nursery. They approach activities with enthusiasm and are eager to learn. Babies investigate playing with paint. They carefully paint their hands feeling the texture and sensation, then freely make marks on paper. Older children play with dinosaurs, naming the different types, then stomping around acting as their favourite dinosaur. Children are developing their vocabulary and language. They use scales to weigh different objects, such as feathers, blocks and pom-poms. Children discuss which objects are heavier and lighter. They are learning mathematical concepts and developing the skills they need for future learning.

Children are confident and proud of their achievements. They role play making cupcakes. Children decorate the cup cakes with marshmallows and share them with staff and visitors. They demonstrate good behaviour. Children show kindness and consideration for each other, and this results in high levels of well-being. Children are aware of the rules and boundaries in the setting. They clear up after they have finished an activity and are respectful of their toys. Children follow good hygiene procedures. They wash their hands after playing outside and before they have their snack and lunch.

## **What does the early years setting do well and what does it need to do better?**

- Children are treated with care and respect. Staff model good behaviour and are gentle and kind. They respect the children's individuality and adapt activities to meet their needs and interests.
- Staff provide a well-planned curriculum that keeps children engaged and focused on their learning. Staff know the children well and how to move children on in their learning. This results in children making good progress. For example, older children play with drainpipes and cars. They skilfully move the drainpipe up and down to make the cars descend faster. However, there are occasions where staff will interrupt children's play to give an announcement or follow a routine. This interrupts children's concentration and creativity.
- Staff promote children's emotional development and self-esteem. For example, older children sing and dance along to songs, celebrating their individuality. They join in with excitement. However, there are occasions where staff do not explain to children the purpose of the activity, which results in some children not fully understanding or benefiting from the activity.
- Staff support children's physical development. For example, young children negotiate the hill in the garden. They climb the hill and slowly come down, maintaining their balance. They are proud of their achievements and ask staff to

come and watch.

- Staff promote children's language and communication. Staff sing familiar songs and rhymes. Children join in and follow the actions. Staff listen intently to children and sensitivity repeat back sentences, so that children hear the correct pronunciation. Staff read children's favourite stories, encouraging them to say what will happen next.
- Leaders provide a well thought out and welcoming environment. Children plant and grow their own vegetables and herbs. They pick the vegetables they cook and eat. Children fill the bird feeders then they use the observation tower and binoculars to watch the birds and squirrels eat. They are learning about life cycles and the world around them.
- Leaders have robust systems in place to monitor staff practice and hold regular supervision meetings. Staff report that they feel part of the team and are well supported. They attend regular training and describe the setting as a family. Staff state that their morale and well-being is high.
- Leaders and staff develop good partnerships with parents. Parents say they would highly recommend the nursery and say their children are making good progress. Parents are kept fully informed of their children's progress and any changes within the nursery.
- Leaders and staff work hard to ensure the setting is fully inclusive. Children with special educational needs and/or disabilities (SEND) receive timely interventions. Leaders and staff are knowledgeable and skilled in the identification of SEND and promptly implement strategies to support children. They work closely with external professionals, which helps all children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. Leaders follow robust recruitment procedures. They ensure all staff have a thorough induction, so they are clear about their role and responsibilities. Staff know how to report any concerns or allegations about a colleague. They attend regular meetings, which help to support their knowledge on safeguarding and ensure it is up to date. Leaders carry out regular risk assessments to minimise risks and maintain the children's safety.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- minimise interruptions to children's play and learning
- provide children with clear explanations of activities and the learning intention.

## Setting details

<b>Unique reference number</b>	EY469288
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10264680
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	120
<b>Number of children on roll</b>	208
<b>Name of registered person</b>	LADN Limited
<b>Registered person unique reference number</b>	RP533071
<b>Telephone number</b>	01375841100
<b>Date of previous inspection</b>	22 June 2017

## Information about this early years setting

Little Angels Day Nursery registered in 2009. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Hilda Miller

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documents. This included evidence about staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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